



AUSTRALIA

Coaching

The FFA Vision

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National Coach Education Manager



Overview

1.The National Football Curriculum

2.The Building Blocks

3.Bringing it to life – COACHES

4.Revamped Coach Education

5.Implications

1. The National Football Curriculum



FFA National Curriculum

2.The Building Blocks

The Building Blocks



3. Bringing it to
life

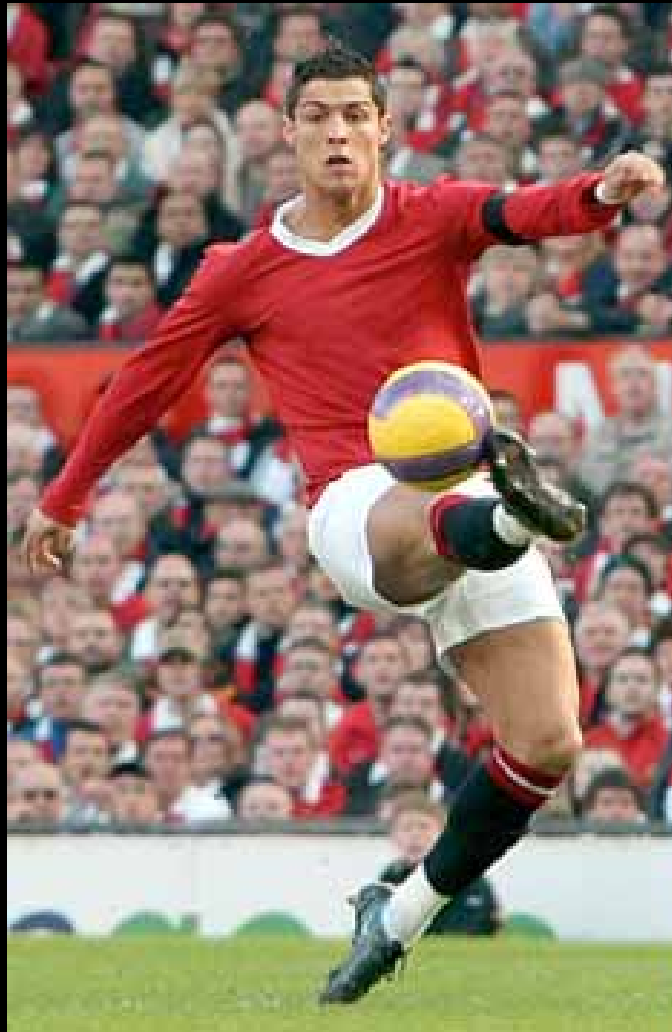
- COACHES











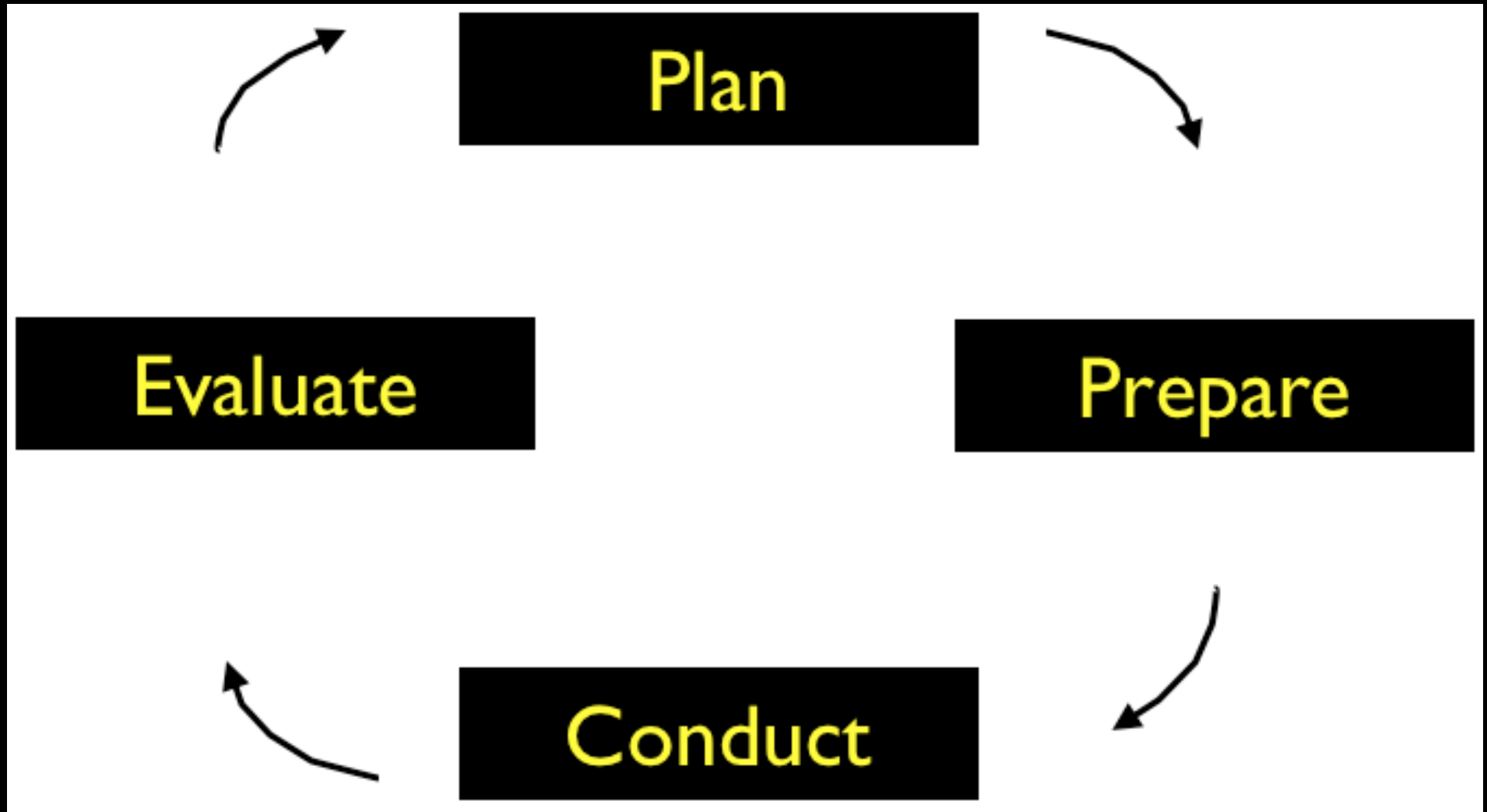
- Any system of education is only as good as those who deliver it

That means
'coaches'

What is 'coaching?'

- 'The essence of the coaching process is to instigate observable changes in the behaviour of the athlete'
- (Hughes & Franks 2004)

The Coaching Process



What to Coach

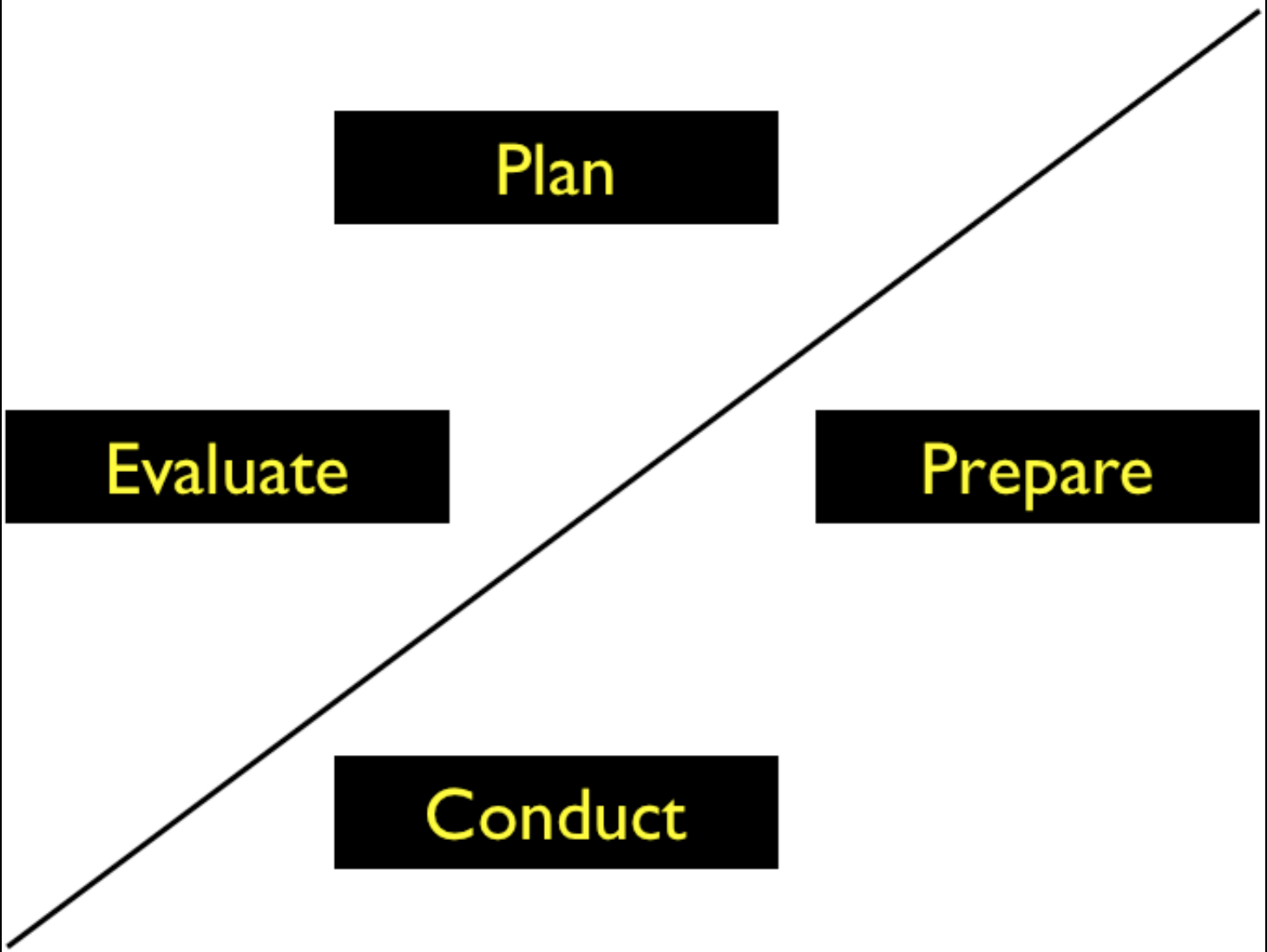
Plan

Evaluate

Prepare

Conduct

How to Coach



What to coach?

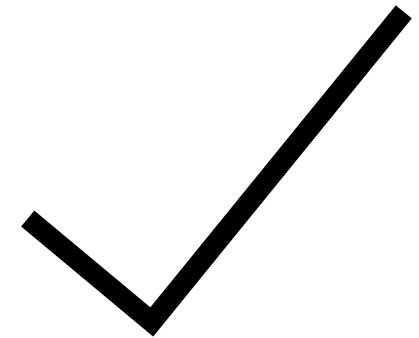
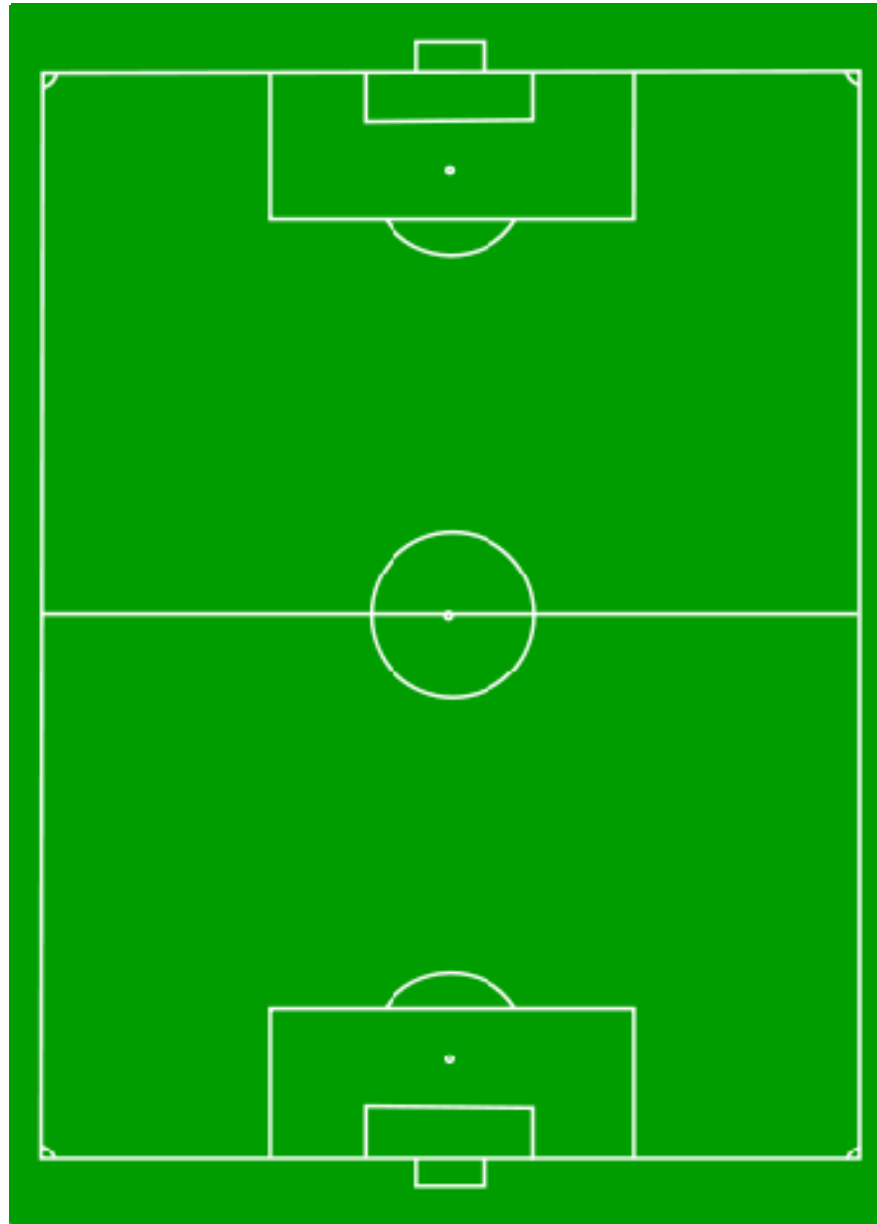
The Game



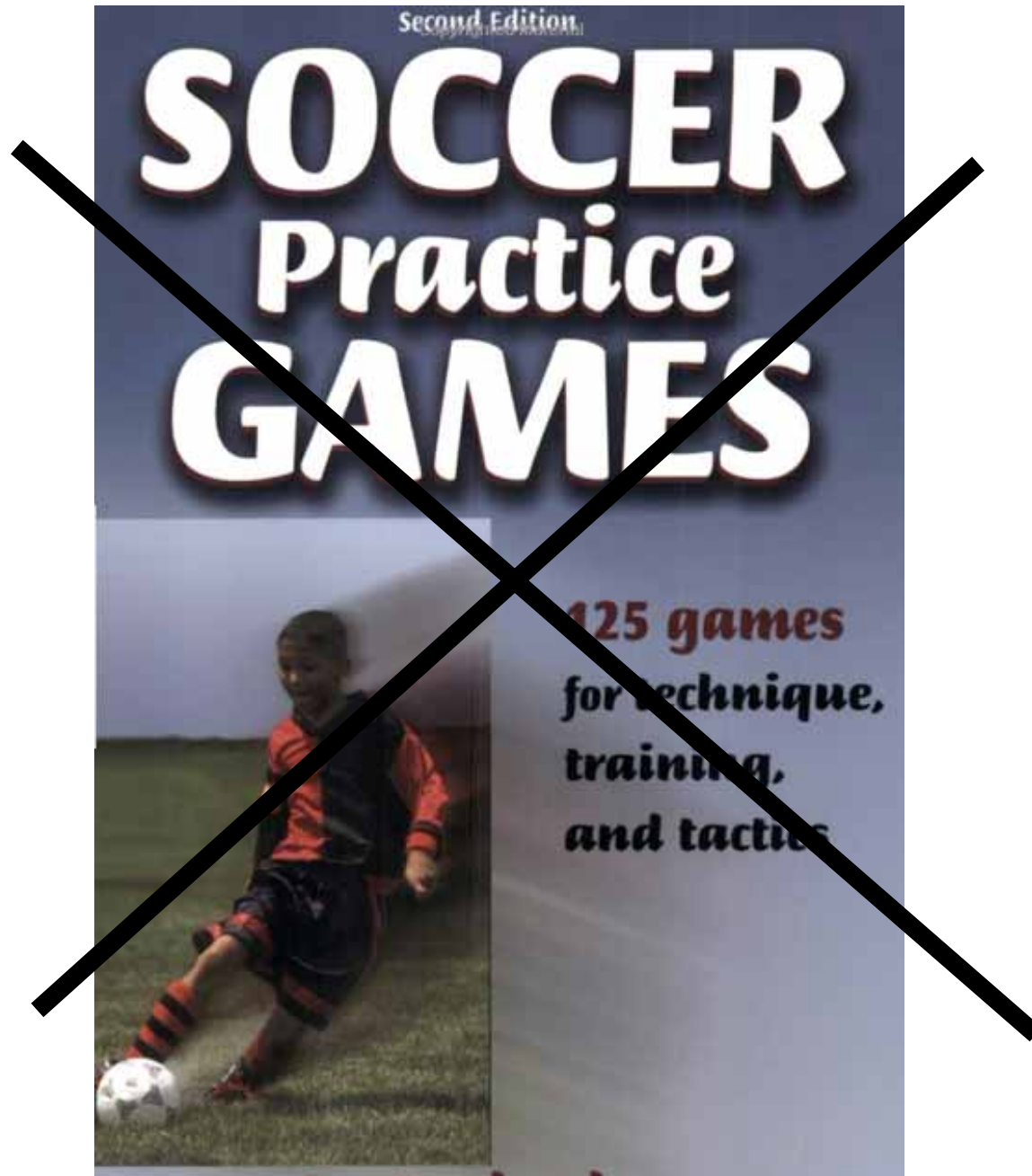
Where is the starting point?



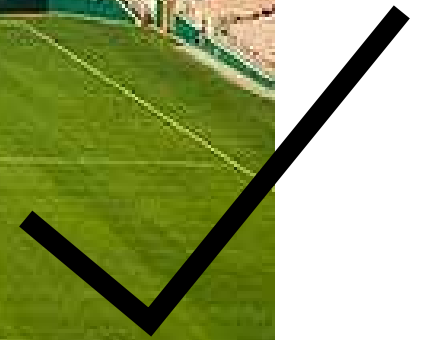
Where is the starting point?



Where is the starting point?



Where is the starting point?



The Game is
the Starting
Point

So the key skill in
deciding what to coach is

- defining
football
problems

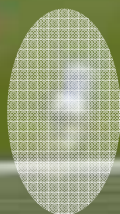
Defining football problems

- what?
- where?
- who?
- when?
- why?

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NED 0

FOX SPORTS 1
LIVE







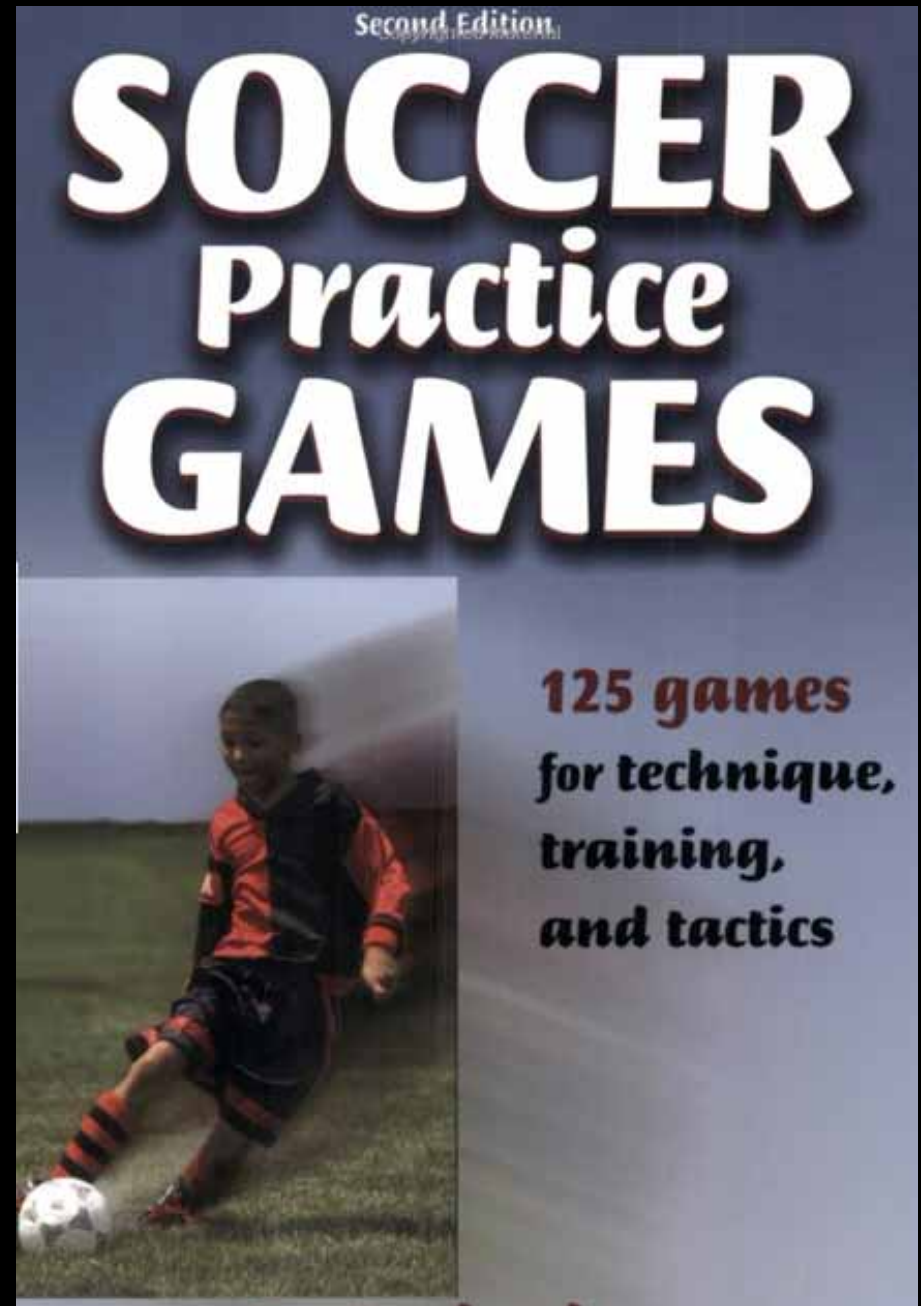
So the next key skill is

- solving football problems

Solving football problems

- Game-related Exercises

- The answer is not here



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NED 0

FOX SPORTS 1
LIVE

● The
answer is
here

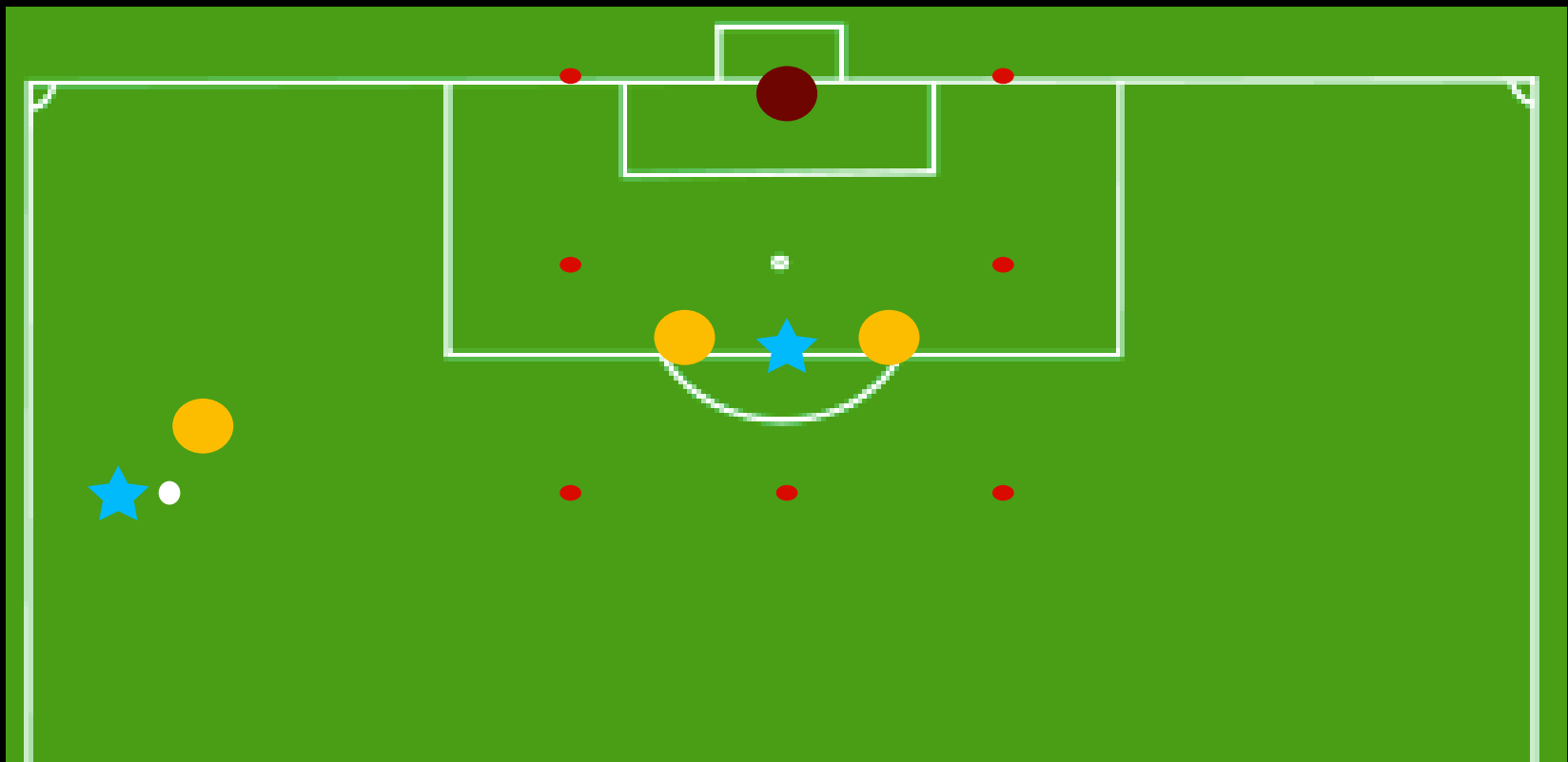


what? where? who?
when? why?



Solving football problems

- Game-related Exercises



How is 'training effectiveness' measured?

- Can they do it in the game?
- Is there an 'observable improvement' in player behaviour during the game?
- Do they make the right game decision independently?

Key word = GAME

- Can they do it in **the game**?
- Is there an 'observable change' in player behaviour during **the game**?
- Do they make the right **game** decision independently?

Therefore:

- Game-related Exercises

- Game resistances
- Ball
- Opponents / Team-mates
- The goal
- Space / Time
- Direction

- Game resistances
- The Score
- Time left in the game
- Weather conditions

'Game Training'

- Demonstrated by Jan Versleijen and Han Berger
- Stages:
- Passing practices
- Positioning Games (Han's focus)
- Game Training
- Game Situation

Key message

- No waste of
precious
football time

No waste of precious football time

- No laps of the field
- No static stretching before training
- No conditioning without the ball
- Without a ball, it isn't football!

How to coach?



The Player

The Player is
the Focus

- It's not about
you

- It's all about the
player

Solving Football Problems

- Under your guidance,
the players
find the solution

Key consideration:

How do players
learn?

How do players learn?

V

A

K

How do players
learn?

Visual

Audio

Kinesthetic

How do players
learn?

‘I hear and I forget.
I see and I remember.
I do and I understand.’

Confucius

- Hearing is not enough.

- ‘I’ve told them a hundred times, but....’

- Seeing is not enough.

- ‘I gave them a DVD showing them what I wanted, but....’

How do players learn?

‘If I’ve **heard** about it,
seen how it works and
I’ve **done** it too,
I completely
understand.’

Involve the players

Explain 'why?'

Frame it

Ensure they see the 'football purpose'

What could be the worst possible thought one of your players could have?

'Why the *\$%# are we doing this?'

Past→Present→Future

- This went wrong **last weekend** (football problem)
- **Tonight**, we're going to (football solution)
- **Next weekend** against Revesby Rovers, (Improved football performance / increased chance of better football outcome - winning)

PAST



PRESENT



FUTURE

Coach Intervention

- The Australian epidemic
 - **STOP!**
 - **STAND STILL!**
- Now, listen to me talk for a while

Community Coaching

- Let them play!
- The Practice is the Teacher
- Intervention = modify the practice

Advanced Coaching

- Let them play!
- The Practice is the Teacher

Advanced Coaching

- Wide range of interventions
- THE COACH'S TOOLBOX
- Longer process to develop competency

Interventions

Tasks - Actions - Cues

Freeze/replay

Question and Answer

Giving feedback

Step-by-step

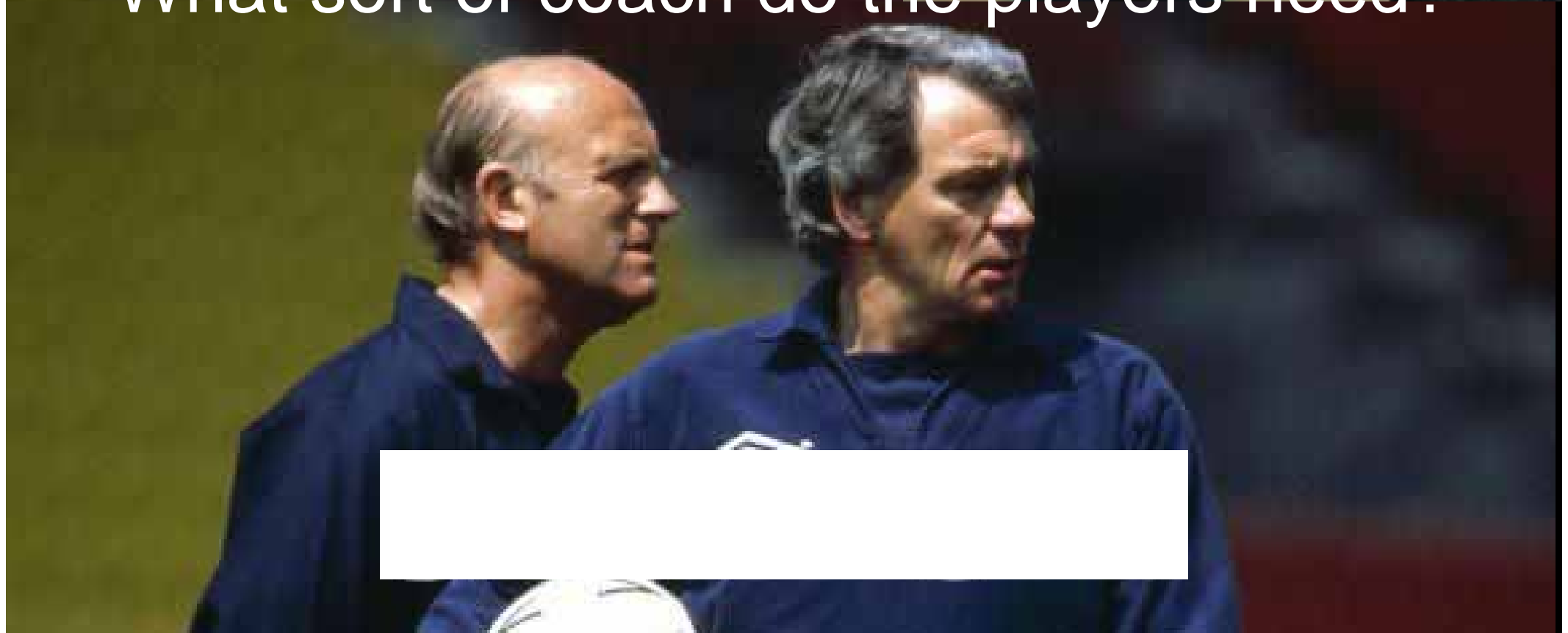
Increase 'resistance'

Do the
players
need
the
coach?





What sort of coach do the players need?



‘Pride in Your Work’



4.Coach Education Revamped!

For the National Football Curriculum to succeed in its objectives, it is **essential** that all our coaches are educated according to the **philosophy and direction** of the Curriculum.

The Curriculum presupposes
a network of talented
coaches who understand
and accept the principles
and philosophy of the
Curriculum and have the
ability to implement the
program for the benefit of
the players.

The importance of coaches in the process of bringing the Curriculum to life cannot be overstated, and therefore a complete review of the current system has been necessary.

The Two-Pathway System

- Players fall into two categories: those who **play for fun** and those who want to be **the best they can be**
- PARTICIPATION v PERFORMANCE
- FFA-speak: **Community** Players v **Talented** Players

The Two-Pathway System

- Therefore, coaches fall into two categories: **those who coach 'participation' players**, and **those who coach 'talented' players**
- **Two streams** of Coach Education are necessary
- FFA-speak: **Community Pathway** v **Advanced Pathway**

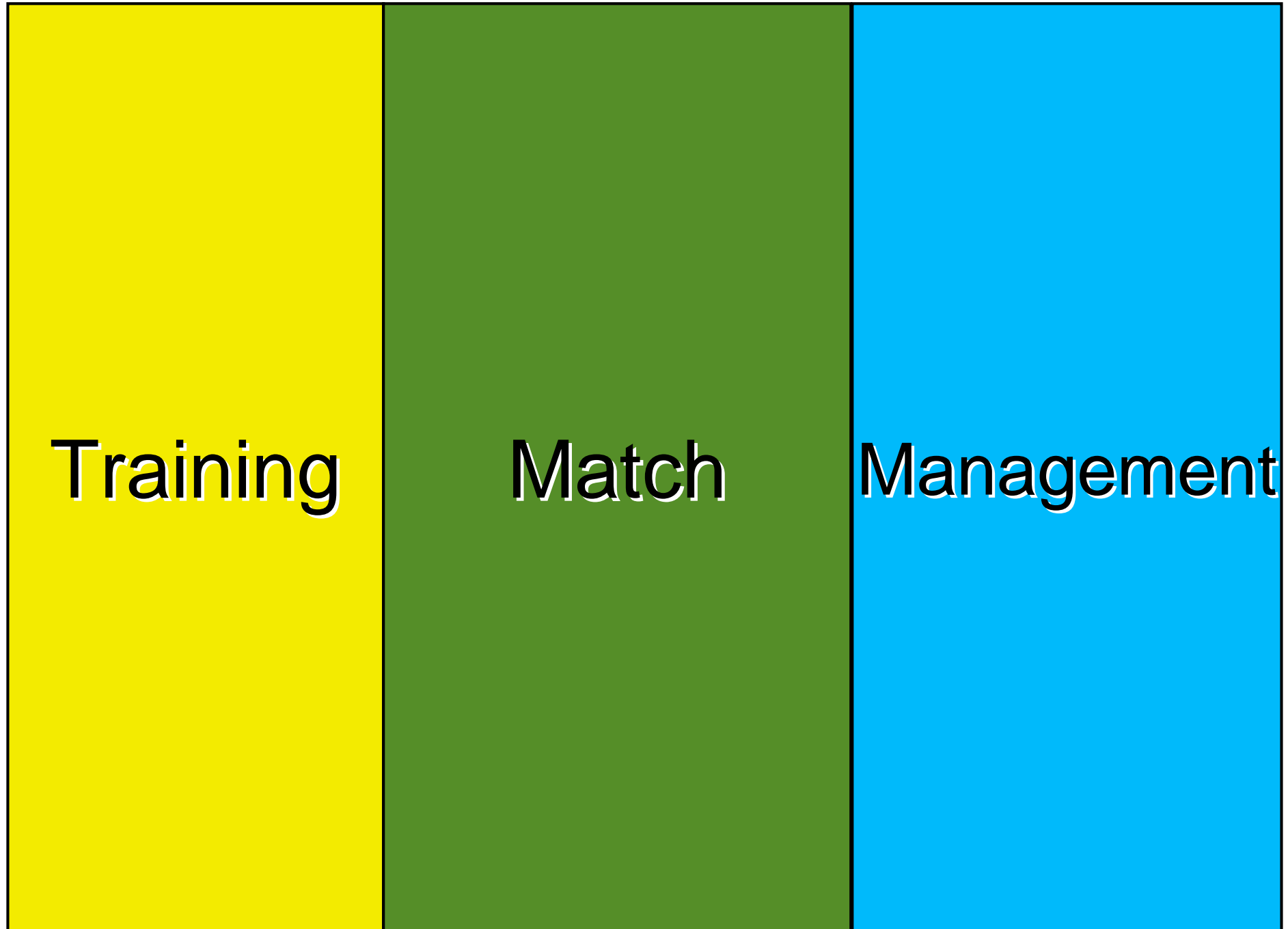
Community Courses

- Age-appropriate
- Horizontal
- 100% practical
- More accessible
- Modular

Advanced Courses

- Vertical
- Progressive
- More accessible

The 3 pillars



Competencies the Coach has to develop

Training
Competencies

Match
Competencies

Management
Competencies

How to develop those competencies

Educate the Coach

- The coach's three main areas of work are **Training, Matches and Management.**
- Education of The Coach underpins all three areas and supports the coach's **competency and effectiveness** of operation in them.
- In essence, Education of The Coach **equips coaches with 'Knowledge'** which enables the coach to better perform the required Competencies

- Key Competency
Areas of Each Pillar

Training

- Plan
- Prepare
- Conduct
- Evaluate

Match

- Before Match Day
- Match Day
- After Match Day

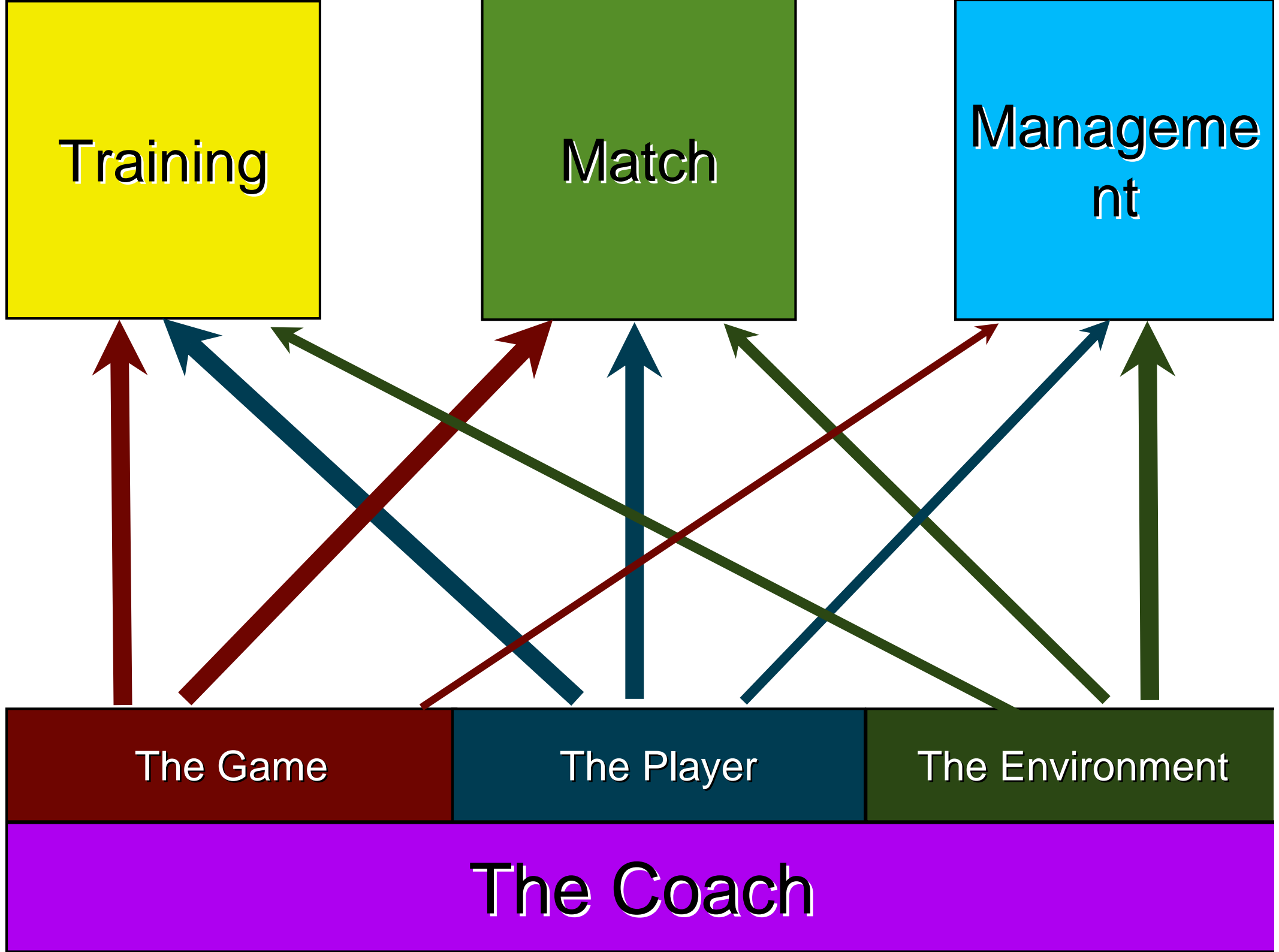
Management

- Manage processes
- Manage self
- Manage others

- Key Knowledge
Components of
Educating 'The Coach'

The Coach

- The Game
- The Player
- The Environment



● Initiatives 2010 - 2011

C Licence courses to be available in:

Perth

Sydney

Melbourne

Adelaide

Canberra

Brisbane

Hobart

Coffs Harbour

Non-residential

Weeknights

Off-season

More centres later

One 'Central' C Licence
course per year

● Initiatives 2010 - 2011

One A and one B Licence course to be conducted centrally in Sydney:

October-December

Medium-term plan:
B Licence also
available regionally

● Initiatives 2010 - 2011

Pro Club Coaches and Players:

Club-based courses

Distance Learning Options

● Initiatives 2010 - 2011

Specialist courses:

Football Conditioning
Skill Acquisition Trainers
Goalkeeping
Futsal

5. Implications

- National Curriculum Page
1

- **'A fundamental transformation of Australian football is needed to achieve the objectives'**

fundamental

transformation

‘Winners must learn to relish change with the same enthusiasm and energy that we have resisted it in the past.’

Tom Peters
Global Management Expert

A Culture Shift?

Or

Establishing a
Culture?

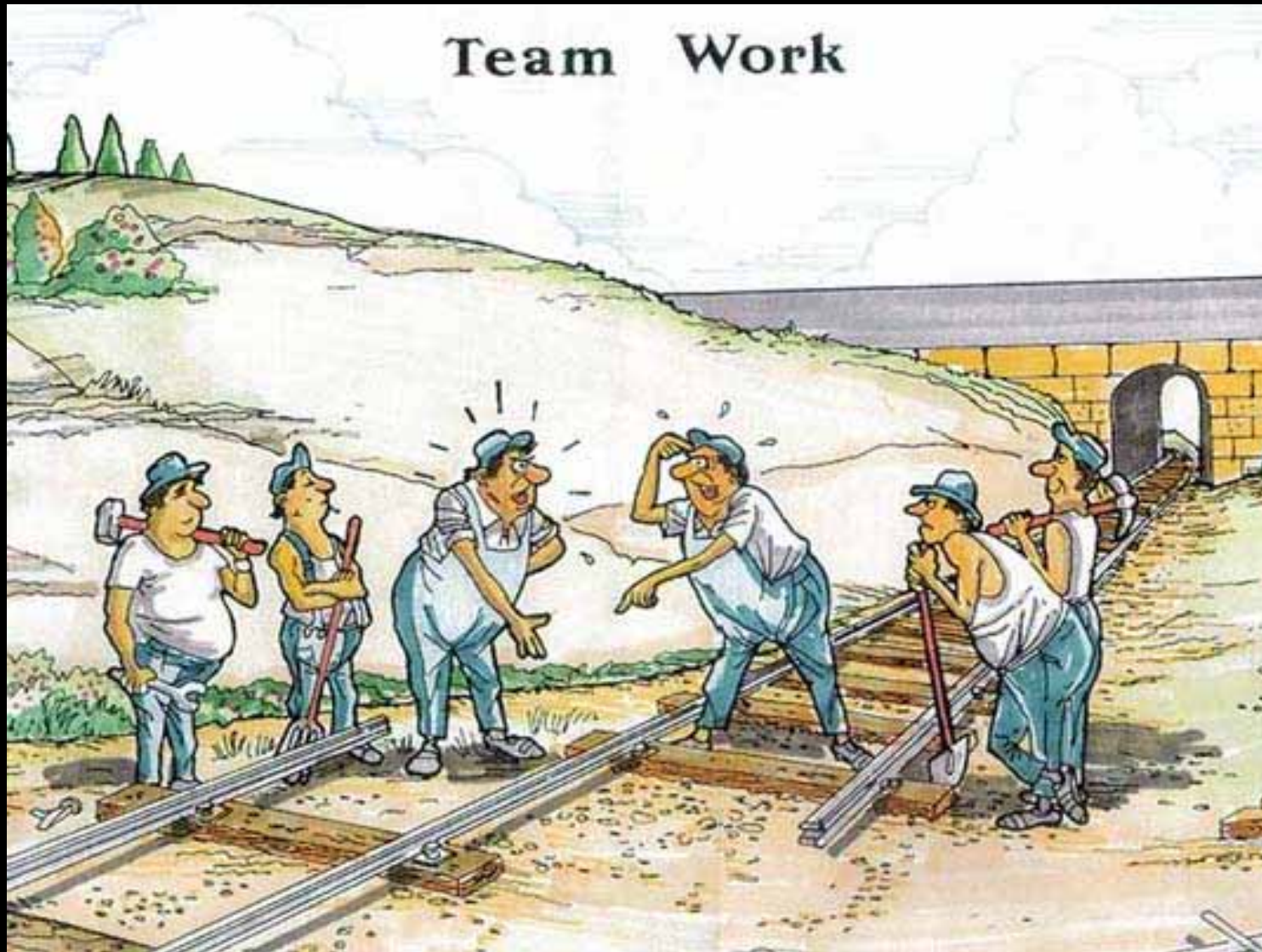
Embrace the new
direction

Be part of the
‘new breed’
or step aside

Shock to the system?



Team Work



The team must work together



‘It is important that all members of the team share the **same core values**’

‘Each person must be prepared to **deliver their role** and to **adopt the vision and values of the team**’

Frank Dick, ‘Sports Training Principles’

When we all work together



...more chance of shared success



Shared success



Shared success



Shared success



The Past



The Future

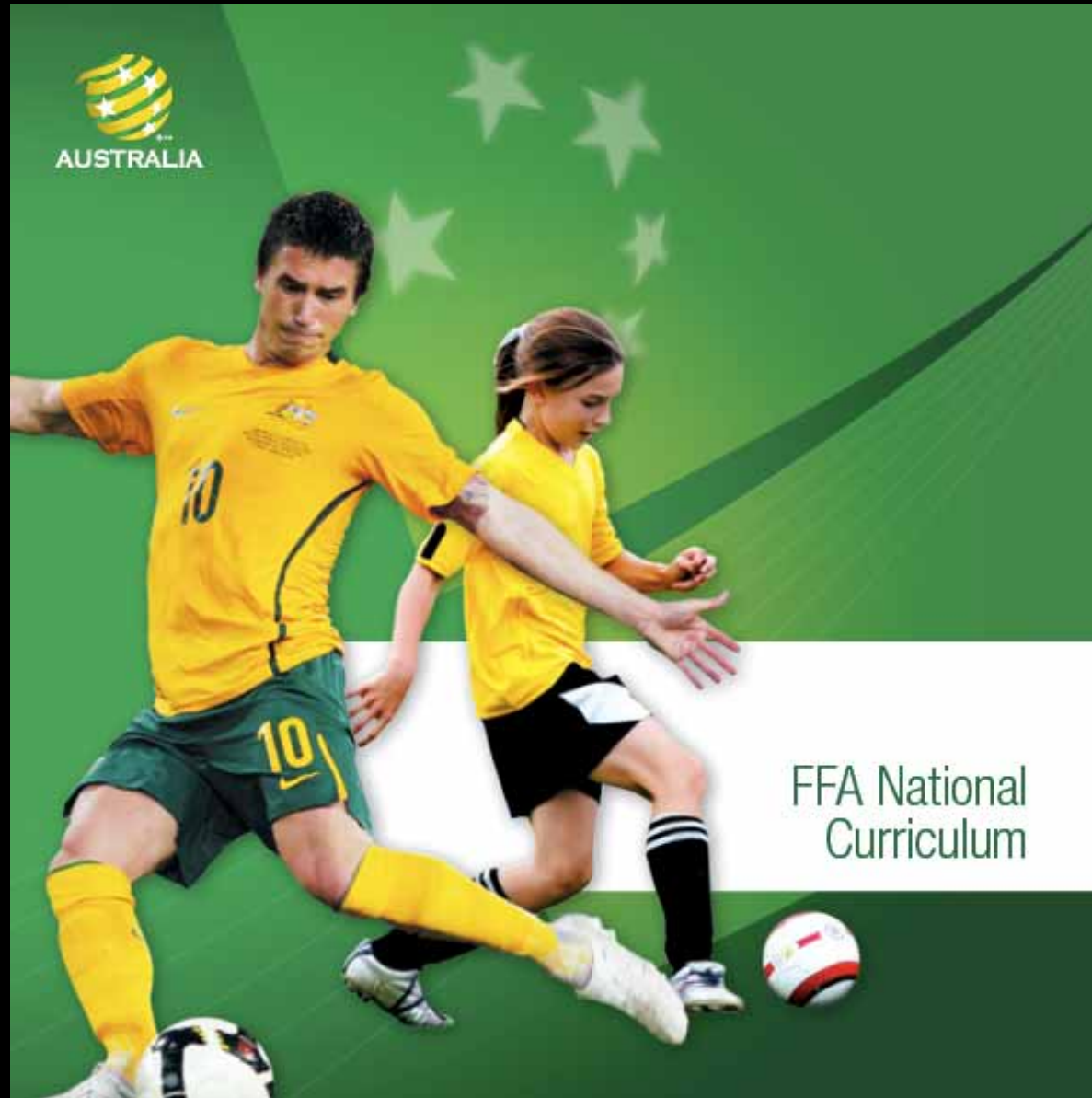








The Vision



The Foundation



The Dream



A photograph of a long, arched tunnel with red walls and a red carpet. The tunnel is illuminated by warm, yellow light from the ceiling. A person is visible at the far end of the tunnel, standing in the bright light. The perspective is from the entrance, looking down the length of the tunnel.

Thank You